

Curriculum Map for 3rd Grade Wonders

Wonders Scope and Sequence

2025 - 2026

NOTE: Unit 1 seems to be mainly review and Unit 6 has important content. Logic - 25 days per unit. Many people skip/condense lessons 7-9 each text set. Condense as needed but be sure to get to unit 6 standards.

Unit 1 Suggested Time Frame 25 days~ Quarter 1

Student outcomes found on Blue Tab in each unit teacher edition, red checkmark indicates standards assessed, highlighted blue below (power standards for reporting).

Unit 1	Standards	Unit Texts	Differentiation	Assessments
Text Set 1 Weeks 1-2 Focus: Narrative Nonfiction Essential Question: How do people from different cultures contribute to a community?	Reading Standards: Literature ☐ Informational ☐ RI.3.1 Ask & Answer Questions ☐ RI.3.2.b Retell details ☐ RI.3.3 ✓Text Structure: Chronology ☐ RI.3.5 ✓Text Features: Headings & Maps ☐ RI.3.9 Compare & Contrast information ☐ ✓Author's Purpose Vocabulary Standards: ☐ L.3.6 Academic Vocabulary ☐ L.3.6 ✓Compound Words ☐ L.3.6 Synonyms	Interactive Read Aloud: "Faith Ringgold: Telling Stories Through Art" Shared Read: "Room to Grow" Literature Anthology Anchor Texts: Gary the Dreamer Paired Selection: "Sharing Cultures" Genre Expository Text Supplemental Texts: Classroom Library Texts	WEEK ONE: Leveled Reader: <i>Judy Boca</i> ● T56 - T57 ● T66-T67 ● T72-T73 WEEK TWO: Differentiated Genre Passages: "Joseph Bruchac" ● T58-T59 ● T68-T69 ● TT74-T75 Differentiated Skills: ● APPROACHING ● Phonics/Vocab: ● Week 1 - Decode words with short a, Practice	Unit Assessments: Selection Tests and Unit Tests are not required. Complete one Progress Monitoring Assessment per unit. Selection Test ☐ Gary the Dreamer Progress Monitoring Assessment ☐ Text Set Unit 1 weeks 1-2

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Unit 1	Standards	Unit Texts	Differentiation	Assessments
	Phonics & Spelling Standards: ☐ RF3.3, L.3.2.f ☐ Short Vowels a, i ☐ Short Vowels e, o, u, ☐ Inflectional Endings Writing Standards: ☐ W.3.3 ✓Personal Narrative - ☐ sequence of events and descriptive details ☐ W.3.4-3.5 Improving Writing: Writing Process Grammar Standards: ☐ L.3.1i ✓Sentences & Fragments ☐ L.3.1i Statements & Explanations ☐ L.3.1i Commands and Explanations	Literature Anthology Independent Read texts See leveled reader options - <i>Judy Boca</i> & "Vibrant Los Angeles"	words with short vowels a and i • Week 2 - Decode words with short u, Practice words with short vowels e, o, u Comprehension: • Text Structure: Chronology ● ON LEVEL ● Vocabulary: • Review Academic Vocabulary • Compound Words Comprehension: • Review Text Structure: Chronology ● BEYOND LEVEL ● Vocabulary: • Review Domain-Specific Vocabulary • Compound Words Comprehension: • Review Text Structure: Chronology	
Text Set 2 Weeks 3-4 Genre: Realistic Fiction Essential Question: What can traditions teach you about cultures?	Reading Standards: Literature ☐ RL.3.1 Ask & Answer Questions ☐ RI.3.2.Retell ☐ RL.3.3 ✓Character Perspective ☐ RL.3.3 ✓Plot: Character Development ☐ Visualize Informational ☐ ✓Author's Purpose Vocabulary Standards: ☐ L.3.6 Academic Vocabulary ☐ L.3.4.a ✓Context Clues	Interactive Read Aloud: "Ready for Aloha" Shared Read: "The Dream Catcher" Literature Anthology Anchor Texts: <i>Yoon and the Jade Bracelet</i> Paired Selection: "Family Traditions" Genre expository text Supplemental Texts:	WEEK ONE: Leveled Reader: <i>The Special Meal</i> ● T142 - T143 <i>A Row of Lamps</i> ● T152-T153 <i>Dragons on the Water</i> ● T158-T159 WEEK TWO: Differentiated Genre Passages: "Juneteenth Celebrations" ● T144-T145 ● T154-T155 ● T160-T161	Unit Assessments: Selection Test ☐ <i>Yoon and the Jade Bracelet</i> Progress Monitoring Assessment ☐ Text Set Unit 1 weeks 3-4

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Unit 1	Standards	Unit Texts	Differentiation	Assessments
	☐ L.3.6 Antonyms Phonics & Spelling Standards: ☐ RF3.3, L.3.2.f ☐ Final e ☐ Inflectional endings ☐ Long a & long e ☐ Plurals -s and -es Writing Standards: ☐ M3.LA.W.3.3 Personal Narrative - ☐ sentence fluency, ☐ W.3.4-3.5 Improving Writing: Writing Process Grammar Standards: ☐ L.3.1i Subjects & Predicates	Classroom Library Texts Literature Anthology Independent Read texts See leveled reader options <i>The Special Meal</i> , <i>A Row of Lamps</i> , <i>Dragons on the Water</i> , "More About Mole", "Diwali", "A Great Tradition"	Differentiated Skills: ● APPROACHING ● Phonics/Vocab: - Week 1 - Decode words with final e, review high frequency words, review academic vocabulary - Week 2 - Decode words with long a:ay, Practice words with long a spellings Comprehension: - Character Development ● ON LEVEL ● Vocabulary: - Review Academic Vocabulary - Context Clues Comprehension: - Review Plot: Character Development ● BEYOND LEVEL ● Vocabulary: - Review Domain-Specific Vocabulary - Context Clues Comprehension: - Review Plot: Character Development	
Text Set 3 Week 5 Genre: Argumentative Text Essential Question:	Reading Standards: Literature ☐ Informational ☐ RI.3.1 Ask & Answer Questions ☐ RI.3.2.a ✓Central Idea and Relevant Details ☐ RI.3.2.b Retell details	Interactive Read Aloud: "America's Landmarks and Memorials" Shared Read: "Preserve and Protect" Literature Anthology	Leveled Reader: <i>Preserving a Special Place</i> ● T206-T207 ● T216-T217 ● T222-T223 Differentiated Genre Passages: "A Landmark for All" ● T208-T209	Unit Assessments: Selection Test ☐ "Protecting Our Parks" Progress Monitoring Assessment ☐ Unit 1 Week 5

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Unit 1	Standards	Unit Texts	Differentiation	Assessments
How do landmarks help us understand our country's story?	☐ RI.3.5 ✓Text features: Captions, Maps, and Sidebars ☐ RI.3.6 ✓Author's Claim Vocabulary Standards: ☐ L.3.6 Academic Vocabulary ☐ L.3.6 ✓ Multiple Meaning Words Phonics & Spelling Standards: ☐ RF3.3, L.3.2.f ☐ Long o ☐ Compound words Writing Standards: ☐ W.3.1 Opinion Writing ☐ Plan: Identify Relevant information ☐ W.3.4-3.5 improving Writing: Writing Process Grammar Standards: ☐ L.3.1i ✓Simple & Compound Sentences ☐ L.3.1i ✓Punctuate Simple & Compound Sentences	Anchor Texts: "Protecting Our Parks" Paired Selection: "5 Questions for George McDonald" Genre expository text Supplemental Texts: Classroom Library Texts Literature Anthology Independent Read texts See leveled reader options - <i>Preserving a Special Place</i> and "Gateway Arch"	● T218-T223 ● T224-T225 Differentiated Skills: ● APPROACHING ● Phonics/Vocab: ● Decode and build words with long o, practice words with long o, review high frequency words Comprehension: ● Identify and Review Central Idea ● ON LEVEL ● Vocabulary: ● Review Academic Vocabulary ● Multiple Meaning Words Comprehension: ● Review Central Idea and Relevant Details ● BEYOND LEVEL ● Vocabulary: ● Review Domain-Specific Vocabulary ● Multiple Meaning Words Comprehension: ● Review Central Idea and Relevant Details	
Extend, Connect, and Assess Week 6 Genre: Online articles, Expository Text, Realistic	Reading Standards: Literature ☐ Informational ☐ RI.3.2.a&b Central Idea & Relevant Details ☐ RI.3.9 Compare and Contrast ☐ RI.3.10 Read & understand history/social studies, science and technical texts.	Online Article: "Soccer is America's Game" Reader's Theater: Take Me to Your Litter" Connect to Science: "Saving Desert Treasures" & "Protective the Pronghorn"	Level Up with Leveled Readers ● Approaching Level to ● On Level <i>Judy Baca T314</i> ● On Level to ● Beyond Level <i>Judy Baca T315</i> ● ELL Level to ● On Level to <i>Judy Baca T316</i>	Unit Assessments: Fluency Assessment Unit Assessment Test

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Unit 1	Standards	Unit Texts	Differentiation	Assessments
Fiction Essential Question: none	Vocabulary Standards: ☐ Phonics & Spelling Standards: ☐ Writing Standards: ☐ W.3.1 Opinion Writing ☐ Strong opening ☐ W.3.4-3.5 Improving Writing: Writing Process Grammar Standards: ☐	Connect to Social Studies: “Steel Drums of the Caribbean” & “Career Day” Supplemental Texts: See leveled reader options -	● Beyond Level to Self-Selected Trade Book <i>Judy Baca</i> T317	

Unit 2 Suggested Time Frame 25 days~ Quarter 1-2

Student outcomes found on Blue Tab in each unit teacher edition, red checkmark indicates standards assessed, highlighted blue below (power standards for reporting).

Unit 2	Standards	Unit Texts	Differentiation	Assessments
Text Set 1 Weeks 1-2 Genre: Expository Text Essential Question: How do people make government work?	Reading Standards: Literature ☐ Informational ☐ RI.3.2.b Retell details ☐ RI.3.5 ✓Text features: Headings and Bar Graphs ☐ RI.3.6 ✓Author's Claim ☐ Reread ☐ ✓Author's Purpose: Text Structure	Interactive Read Aloud: “All About Elections” Shared Read: “Every Vote Counts” Literature Anthology Anchor Texts: <i>Vote!</i> Paired Selection: “A Plan for the People”	WEEK ONE: Leveled Reader: <i>The Race for Presidency</i> ● T66-T67 ● T76 -T77 ● T82-T83 WEEK TWO: Differentiated Genre Passages: “Express Yourself” ● T68-T69 ● T78-T79	Unit Assessments: Selection Tests and Unit Tests are not required. Complete one Progress Monitoring Assessment per unit. Selection Test ☐ <i>Vote!</i> Progress Monitoring

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Unit 2	Standards	Unit Texts	Differentiation	Assessments
	Vocabulary Standards: ☐ L.3.6 Academic Vocabulary ☐ RF.3.3a ✓Prefixes re-, un- ☐ L.3.2.g Using a dictionary Phonics & Spelling Standards: ☐ RF3.3, L.3.2.f ☐ Long i & long u ☐ Long e ☐ Structural Analysis: Plural words with y to i ☐ Structural Analysis: inflectional endings Writing Standards: ☐ W.3.3 ✓Realistic Fiction Story ☐ W.3.4-3.5 ☐ Plan: Sequence of Events ☐ Draft: Dialogue Grammar Standards: ☐ L.3.1a ✓Kinds of nouns ☐ L.3.1b ✓Singular and Plural Nouns	Supplemental Texts: Classroom Library Texts Literature Anthology Independent Read texts See leveled reader options <i>Race for the Presidency</i> & "Elementary School Lawmakers"	● T84-T85 Differentiated Skills: ● APPROACHING ● Phonics/Vocab: - Week 1 - Decode words with long i: i_e and long u: u_e, Practice words with long i and long u, review high frequency words & academic vocabulary - Week 2 - Decode words with long e: ee, Practice words with long e: e, ea, ee, e_e, ie, ey, y, prefixes re-, un- Comprehension: - Review Author's Claim ● ON LEVEL ● Vocabulary: - Review Academic Vocabulary - prefixes re-, un- Comprehension: - Review Author's Claim ● BEYOND LEVEL ● Vocabulary: - Review Domain-Specific Vocabulary - prefixes re-, un- Comprehension: - Review Author's Claim	Assessment ☐ Unit 2 Weeks 1-2
Text Set 2 Weeks 3-4 Genre: Historical	Reading Standards: Literature ☐ RL.3.1 Ask & Answer Questions ☐ RL. 3.2a ✓Theme ☐ RI.3.2.b Retell	Interactive Read Aloud: "Our Story Cloth" Shared Read: "Sailing to America"	WEEK ONE: Leveled Reader: <i>The Promise of Gold</i> ● T150-T151 <i>Moving from Mexico</i>	Unit Assessments: Selection Test ☐ <i>The Castle on Hester Street</i>

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Unit 2	Standards	Unit Texts	Differentiation	Assessments
Fiction Essential Question: Why do people immigrate to new places?	☐ RL.3.3 ✓Plot: Character Development ☐ Make predictions Informational ☐ RI.3.3 ✓Text Structure: Cause & Effect Vocabulary Standards: ☐ L.3.6 Academic Vocabulary ☐ L.3.5.a ✓Figurative Language ☐ L.3.6 Homographs Phonics & Spelling Standards ☐ RF3.3, L.3.2.f ☐ Words with silent letters ☐ Three Letter Blends ☐ Structural Analysis: Singular and Plural Possessives ☐ Structural Analysis: Closed Syllables Writing Standards: ☐ M3.LA.W.3.3 Realistic Fiction Story ☐ W.3.4-3.5 Revise: Strong Conclusion ☐ Peer Conferences Grammar Standards: ☐ L.3.1c ✓Special Nouns ☐ L.3.1i ✓Combining Sentences	Literature Anthology Anchor Texts: <i>The Castle on Hester Street</i> Paired Selection: “Next Stop America” Genre expository text Supplemental Texts: Classroom Library Texts Literature Anthology Independent Read texts See leveled reader options <i>A Promise of Gold, Moving from Mexico, Gustaf Goes to America</i> , “Gold in California, “Mexican Revolution”, A Celebrating Swedish Culture”	☐ T160 -T161 <i>Gustaf Goes to America</i> ☐ T166-T167 WEEK TWO: Differentiated Genre Passages: “A Dream of Gold Mountain” ☐ T152-T153 ☐ T162-T163 ☐ T168-T169 Differentiated Skills: ☐ APPROACHING Phonics/Vocab: - Week 1 - Decode words with silent letters, Practice words with silent letters, review high frequency words & academic vocabulary - Week 2 - Decode words with <i>thr</i>, Practice words with three letter blends, identify related words, figurative language Comprehension: - Review theme ☐ ON LEVEL Vocabulary: - Review Academic Vocabulary - figurative language Comprehension: - Review theme ☐ BEYOND LEVEL Vocabulary: - Review Domain-Specific Vocabulary - figurative language Comprehension:	Progress Monitoring Assessment ☐ Unit 2 weeks 3-4

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Unit 2	Standards	Unit Texts	Differentiation	Assessments
			Review theme	
Text Set 3 Week 5 Genre: Poetry Essential Question: How do people figure things out?	Reading Standards: Literature ☐ RI.3.2.b Retell ☐ RL.3.3 ✓Character Perspective ☐ RL.3.5 ✓Text Structure: Limerick and Free Verse ☐ ✓Alliteration and Rhymed Verse Informational ☐ Vocabulary Standards: ☐ L.3.6 Academic Vocabulary ☐ L.3.6 Poetry Terms ☐ L.3.5.a ✓Figurative Language (simile & metaphor) Phonics & Spelling Standards: ☐ RF3.3, L.3.2.f ☐ Digraphs ☐ RF.3.3c Structural Analysis: Open Syllables Writing Standards: ☐ W.3.4-3.5 Writing Process: Poetry ☐ Plan & Draft Grammar Standards: ☐ L.3.2d ✓Possessive Nouns	Interactive Read Aloud: “New Bike, Old Bike” Shared Read: “Empanada Day”, Cold Feet”, “Our Washing Machine”, “Bugged” Literature Anthology Anchor Texts: “The INventor Thinks Up Helicopters” & “The Ornithopter” Paired Selection: “Montgolfier Brothers' Hot Air Balloon” Supplemental Texts: Classroom Library Texts Literature Anthology Independent Read texts See leveled reader options <i>Problem Solved</i> , <i>The Long Walk</i> , <i>Two Up, One Down</i> , “Rainy Day”, “The Forgetful Girl”, “The Friendly Frog”, “Thomas the MESS Monster”, “I	Leveled Reader: <i>Problem Solved</i> ● T214-T215 <i>The Long Walk</i> ● T224-T225 <i>Two Up, One Down</i> ● T230-T231 Differentiated Genre Passages: “Learning to Read” ● T216-T217 ● T226-T227 ● T232-T233 Differentiated Skills: ● APPROACHING ● Phonics/Vocab: ● Decode and build words digraphs, practice words with digraphs, figurative language Comprehension: ● Identify the narrator’s Thoughts and feelings ● Review character perspective ● ON LEVEL ● Vocabulary: ● Review Academic Vocabulary ● figurative language Comprehension: ● Review character perspective ● BEYOND LEVEL ● Vocabulary: ● Review Domain-Specific Vocabulary ● figurative language	Unit Assessments: Selection Test ☐ “The INventor Thinks Up Helicopters” & “The Ornithopter” Progress Monitoring Assessment ☐ Unit 2 week 5

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Unit 2	Standards	Unit Texts	Differentiation	Assessments
		Listen” & “The Nesting Box”	Comprehension: ● Review character perspective	
Extend, Connect, and Assess Week 6 Genre: Online Article, Expository Text, Realistic Fiction Essential Question: none	Reading Standards: Literature ☐ Informational ☒ RI.3.2.a&b Central idea & relevant details ☐ W.3.7 Conduct research ☐ RI.3.9 Compare and Contrast ☐ RI.3.10 Read & understand history/social studies, science and technical texts. Vocabulary Standards: ☐ Phonics & Spelling Standards: ☐ Writing Standards: ☐ W.3.4-3.5 Writing Process: Poetry ☐ Revise: Figurative Language Grammar Standards:	Online Article: “A Hunt to Help Frogs” Reader’s Theater: <i>Name That Character!</i> Connect to Science: “Lighting for Less” & “Someday” Connect to Social Studies: “Solving Local Problems” & “What Constitutes a Constitution” Supplemental Texts: See leveled reader options -	Level Up with Leveled Readers ● Approaching Level to ● On Level <i>The Race for Presidency</i> T322 ● On Level to ● Beyond Level <i>The Race for Presidency</i> T323 ● ELL Level to ● On Level to <i>The Race for Presidency</i> T324 ● Beyond Level to Self-Selected Trade Book <i>The Race for Presidency</i> T325	Unit Assessments: Fluency Assessment Unit Assessment Test

Unit 3 Suggested Time Frame 25 days~ Quarter 2

Student outcomes found on Blue Tab in each unit teacher edition, red checkmark indicates standards assessed, highlighted blue below (power standards for reporting).

Unit 3	Standards	Unit Texts	Differentiation	Assessments
Text Set 1 Weeks 1-2	Reading Standards: Literature	Interactive Read Aloud: “Our Home in the Solar	WEEK ONE: Leveled Reader:	Unit Assessments: Selection Tests and

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Unit 3	Standards	Unit Texts	Differentiation	Assessments
Genre: Expository Text Essential Question: What do we know about Earth and its neighbors?	☐ ✓ Personification Informational ☐ RI.3.2.a/b ✓ Central Idea and Relevant Details ☐ RI.3.2.b Retell details ☐ RI.3.5 ✓ Key Words and Charts Vocabulary Standards: ☐ L.3.6 Academic Vocabulary ☐ L.3.4.b , RF.3.3a ✓ Suffixes -y and -ly ☐ L.3.4.d Using a dictionary Phonics & Spelling Standards: ☐ RF3.3, L.3.2.f ☐ R controlled vowels ☐ Structural Analysis: Contractions ☐ RF.3.3a Structural Analysis: prefixes un-, re-, pre- Writing Standards: ☐ W.3.1 ✓ Write to Sources: Opinion Writing ☐ Form opinion Grammar Standards: ☐ L.3.1.a, L.3.2.c ✓ Action verbs, quotation marks, dialogue ☐ L.3.1.f ✓ Subject Verb Agreement	System” Shared Read: “Earth and Its Neighbors” Literature Anthology Anchor Texts: <i>Earth</i> Paired Selection: “Why is the Sun Red?” Genre legend Supplemental Texts: Classroom Library Texts Literature Anthology Independent Read texts See leveled reader options <i>Destination Saturn</i> & “Why the Stars Twinkle”	<i>Destination Saturn</i> ● T58-T59 ● T68 -T69 ● T74-T75 WEEK TWO: Differentiated Genre Passages: “Seeing Red” ● T60-T61 ● T70-T71 ● T76-T77 Differentiated Skills: ● APPROACHING ● Phonics/Vocab: ● Week 1 - Decode words with r controlled vowels, Practice words with r controlled vowels, review high frequency words & academic vocabulary ● Week 2 - Decode words with r controlled vowels, Practice words with r controlled vowels, Suffixes -y, -ly Comprehension: ● Central Idea & Relevant Details ● ON LEVEL ● Vocabulary: ● Review Academic Vocabulary ● Suffixes -y, -ly Comprehension: ● Review Central Idea & Relevant Details ● BEYOND LEVEL ● Vocabulary: ● Review Domain-Specific Vocabulary ● Suffixes -y, -ly Comprehension:	Unit Tests are not required. Complete one Progress Monitoring Assessment per unit. Selection Test ☐ <i>Earth</i> Progress Monitoring Assessment ☐ Unit 3 weeks 1-2

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Unit 3	Standards	Unit Texts	Differentiation	Assessments
			Review Central Idea & Relevant Details	
Text Set 2 Weeks 3-4 Genre: Folktale Essential Question: What makes different animals unique?	Reading Standards: Literature ☐ RL.3.1 Ask & Answer Questions ☐ RL.3.2a ✓ Theme ☐ RL.3.3 ✓ Character Perspective ☐ Visualize Informational ☐ RI.3.9 Text Structure: Compare & Contrast Informational Vocabulary Standards: ☐ L.3.6 Academic Vocabulary ☐ L.3.6 ✓ Synonyms ☐ L.3.5.a Idioms Phonics & Spelling Standards: ☐ RF3.3, L.3.2.f ☐ R controlled vowels ☐ RF.3.3a Prefixes pre-, dis-, mis- ☐ RF.3.3 Structural Analysis: Suffixes -y & -ly ☐ RF.3.3c Structural Analysis: final -e syllables Writing Standards: ☐ M3.LA.W.3.1 ✓ Write to Sources: Opinion Writing ☐ W.3.4-3.5 Organize ideas, draft introductions Grammar Standards: ☐ L.3.1d, L.3.1e ✓ Past-tense verbs	Interactive Read Aloud: “Bear, Beaver, and Bee” Shared Read: “Anansi Learns a Lesson” Literature Anthology Anchor Texts: <i>Martina the Beautiful Cockroach</i> Paired Selection: “Get a Backbone” genre expository text Supplemental Texts: Classroom Library Texts Literature Anthology Independent Read texts See leveled reader options <i>The Clever Rabbit</i> , <i>King of the Blrds</i> , <i>Sheep and Pig Set Up Housekeeping</i> , “All About Bats”, “The Real Quetzal”, “Sheep and Wolves”	WEEK ONE: Leveled Reader: <i>The Clever Rabbit</i> ● T146-T147 <i>King of the Blrds</i> ● T156 -T157 <i>Sheep and Pig Set Up Housekeeping</i> ● T162-T163 WEEK TWO: Differentiated Genre Passages: “A Clever Crow” ● T148-T149 ● T158-T159 ● T164-T165 Differentiated Skills: ● APPROACHING ● Phonics/Vocab: - Week 1 - Decode words with r controlled vowels, Practice words with r controlled vowels, review high frequency words & academic vocabulary - Week 2 - Decode words with prefix pre-,, Practice words with prefixes pre-, dis-, mis-, synonyms Comprehension: - Character Perspective ● ON LEVEL ● Vocabulary: - Review Academic Vocabulary - Synonyms	Unit Assessments: Selection Test ☐ <i>Martina the Beautiful Cockroach</i> Progress Monitoring Assessment ☐ Unit 3 weeks 3-4

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Unit 3	Standards	Unit Texts	Differentiation	Assessments
	☐ L.3.1d, L.3.1e ✓Future-tense verbs		Comprehension: - Review Character Perspective ● BEYOND LEVEL ● Vocabulary: - Review Domain-Specific Vocabulary - Synonyms Comprehension: - Review Character Perspective	
Text Set 3 Week 5 Genre: Expository Text Essential Question: How is each event in history unique?	Reading Standards: Literature ☐ Informational ☐ RI.3.2.b Retell details ☐ RI.3.3 ✓Text Structure: Chronology ☐ RI.3.5 ✓Timelines and Captions ☐ RI.3.6 ✓Author's Purpose Vocabulary Standards: ☐ L.3.6 Academic Vocabulary ☐ L.3.4.b RF.3.3a ✓Suffixes - able, -ful, -less Phonics & Spelling Standards: ☐ RF3.3, L.3.2.f ☐ Diphthongs /oi/ and /ou/ ☐ RF.3.3a Structural Analysis: Prefixes un-, non-, dis- Writing Standards: ☐ M3.LA.W.3.1 ✓Write to Sources: Opinion Writing ☐ W.3.4-3.5	Interactive Read Aloud: "The California Gold Rush" Shared Read: "Moving Forward America" Literature Anthology Anchor Texts: "Birth of an Anthem" Paired Selection: "Discovering Life Long Ago" Supplemental Texts: Classroom Library Texts Literature Anthology Independent Read texts See leveled reader options <i>Wheels to Wings</i> and "Keeping History Alive"	Leveled Reader: <i>Wheels to Wings</i> ● T210-T211 ● T220-T221 ● T226-T227 Differentiated Genre Passages: "Mississippi Steamboat" ● T212-T213 ● T222-T223 ● T228-T229 Differentiated Skills: ● APPROACHING ● Phonics/Vocab: - Decode and build words dipthong /oi/, practice words with dipthongs /oi/: oi, ou; /ou/: ou, ow, suffixes -able, -ful, -less Comprehension: - Text Structure: Chronology ● ON LEVEL ● Vocabulary: - Review Academic Vocabulary - suffixes -able, -ful, -less Comprehension:	Unit Assessments: Selection Test ☐ "Birth of an Anthem" Progress Monitoring Assessment ☐ Unit 3 Week 5

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Unit 3	Standards	Unit Texts	Differentiation	Assessments
	☐ Relevant evidence Grammar Standards: ☐ L.3.1i ✓ Combining Sentences with verbs		- Review Text Structure: Chronology ● BEYOND LEVEL ● Vocabulary: - Review Domain-Specific Vocabulary - suffixes -able, -ful, -less Comprehension: - Review Text Structure: Chronology	
Extend, Connect, and Assess Week 6 Genre: Online articles, Expository text Essential Question: None	Reading Standards: Literature ☐ Informational ☐ RI.3.2.a&b Central Idea & Relevant Details ☐ W.3.7 Conduct Research ☐ RI.3.9 Compare and Contrast ☐ RI.3.10 Read & understand history/social studies, science and technical texts. Vocabulary Standards: ☐ Phonics & Spelling Standards: ☐ Writing Standards: ☐ M3.LA.W.3.1 Write to Sources: Opinion Writing ☐ W.3.4-3.5 Organize ideas & draft a strong conclusion ☐ Revise: Peer conferences Grammar Standards:	Online Article: "Saving Our Oceans" Reader's Theater: <i>Weather....Weather you like it or not</i> Connect to Science: "Fascinating Facts About our Amazing Sun" & "Sun Storms" Connect to Social Studies: "On the Moon" Supplemental Texts: See leveled reader options -	Level Up with Leveled Readers ● Approaching Level to ● On Level <i>Destination Saturn</i> T320 ● On Level to ● Beyond Level <i>Destination Saturn</i> T321 ● ELL Level to ● On Level to <i>Destination Saturn</i> T322 ● Beyond Level to Self-Selected Trade Book <i>Destination Saturn</i> T323	Unit Assessments: Fluency Assessment Unit Assessment Test

Unit 4 Suggested Time Frame 25 days ~Quarter 3

Student outcomes found on Blue Tab in each unit teacher edition, red checkmark indicates standards assessed, highlighted blue below (power standards for reporting).

Unit 4	Standards	Unit Texts	Differentiation	Assessments
Text Set 1 Weeks 1-2 Genre: Realistic Fiction Essential Question: How can you use what you know to help others?	Reading Standards: Literature ☐ R.L.3.1 Ask and answer questions ☐ RI.3.2.Retell ☐ RL.3.3 ✓Character perspective ☐ RL.3.3 ✓Plot: Character Development ☐ RL.3.4✓Figurative Language: Simile and Hyperbole Informational ☐ RI.3.1 Ask and answer questions Vocabulary Standards: ☐ L.3.6 Academic Vocabulary ☐ L.3.4.b RF.3.3a✓Prefixes: un-, non-, im-, pre- ☐ L.3.4.b Base words Phonics & Spelling Standards: ☐ RF3.3, L.3.2.f ☐ Oo, ew, u_e, ue, u, ui, ou ☐ Oo, ou ☐ Plural words ☐ Structural Analysis: Base words in Related words	Interactive Read Aloud: “Dancing La Raspa” Shared Read: “The Impossible Pet Show” Literature Anthology Anchor Texts: <i>The Talented Clementine</i> Paired Selection: “Clementine and the Family Meeting” Supplemental Texts: Classroom Library Texts Literature Anthology Independent Read texts See leveled reader options - <i>Every Picture Tells a Story</i>, <i>A Chef in the Family</i>, <i>Stepping Forward</i>, “Hidden Treasure:”, “The Perfect Sandwich”, “Rigel to the Rescue”	WEEK ONE: Leveled Reader: <i>Every Picture Tells a Story</i> ● T64-T65 <i>A Chef in the Family</i> ● T74 -T75 <i>Stepping Forward</i> ● T80-T81 WEEK TWO: Differentiated Genre Passages: “Painting From Memory” ● T66-T67 ● T76-T77 ● T82-T83 Differentiated Skills: ● APPROACHING ● <u>Phonics/Vocab:</u> • Week 1 - Decode words with vowel variants, Practice words with vowel variants, review high frequency words & academic vocabulary • Week 2 - Decode plural words with -s, Practice plural words with -, -es, Prefixes un-, non-, im-, pre- <u>Comprehension:</u> • Identify Plot: Character Development ● ON LEVEL ● <u>Vocabulary:</u>	Unit Assessments: Selection Tests and Unit Tests are not required. Complete one Progress Monitoring Assessment per unit. Selection Test ☐ <i>The Talented Clementine</i> Progress Monitoring Assessment ☐ Unit 4 weeks 3-4

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Unit 4	Standards	Unit Texts	Differentiation	Assessments
	☐ Structural Analysis: Vowel Team Syllables Writing Standards: ☐ M3.LA.W.3.2 ✓ Write to Sources: Expository Writing ☐ Central idea Grammar Standards: ☐ L.3.1d ✓ Linking Verbs ☐ ✓ Contractions with not		- Review Academic Vocabulary - Prefixes un-, non-, im-, pre- Comprehension: - Review Plot: Character Development ● BEYOND LEVEL ● Vocabulary: - Review Domain-Specific Vocabulary - Prefixes un-, non-, im-, pre- Comprehension: - Review Plot: Character Development	
Text Set 2 Weeks 3-4 Genre: Expository Text Essential Question: How do animals adapt to challenges in their habitat?	Reading Standards: Literature ☐ RL.3.1 Ask & Answer Questions ☐ RL.3.2a ✓ Theme ☐ Reread Informational ☐ RI.3.2.b Retell details ☐ RI.3.5 ✓ Text Features: Maps and Captions ☐ RI.3.9 ✓ Text Structure: compare and Contrast ☐ Author's purpose ☐ Reread Vocabulary Standards: ☐ L.3.6 Academic Vocabulary ☐ L.3.4.a ✓ Sentence clues ☐ L.3.4.b Greek and Latin Roots Phonics & Spelling Standards: ☐ RF3.3, L.3.2.f ☐ Variant vowels /o/ ☐ Homophones	Interactive Read Aloud: "African Lions" Shared Read: "Gray Wolf! Red Fox!" Literature Anthology Anchor Texts: <i>Amazing Wildlife of the Mojave</i> Paired Selection: "Little Half Chick" genre fable Supplemental Texts: Classroom Library Texts Literature Anthology Independent Read texts See leveled reader options <i>Life in a Tide Pool</i> & "Bluebird and Coyote"	WEEK ONE: Leveled Reader: <i>Life in a Tide Pool</i> ● T140-T141 ● T150 -T151 ● T156-T157 WEEK TWO: Differentiated Genre Passages: "Adaptations: Grizzly and Polar Bears" ● T142-T143 ● T152-T153 ● T158-T159 Differentiated Skills: ● APPROACHING ● Phonics/Vocab: - Week 1 - Decode words with vowel variant /o/, Practice words with vowel variant /o/,, review high frequency words & academic vocabulary, sentences clues - Week 2 - Decode homophones, Practice homophones, review high frequency words &	Unit Assessments: Selection Test ☐ <i>Amazing Wildlife of the Mojave</i> Progress Monitoring Assessment ☐ Unit 4 weeks 3-4

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Unit 4	Standards	Unit Texts	Differentiation	Assessments
	☐ Structural Analysis; Greek and Latin Roots ☐ Structural Analysis: r controlled vowel syllables Writing Standards: ☐ W.3.2 ✓ Write to Sources: Expository Writing ☐ Organize ideas & Strong introduction ☐ W.3.4-3.5 Plan, draft, revise Grammar Standards: ☐ L.3.1d ✓ Main and helping verbs ☐ L.3.1i ✓ Complex sentences		academic vocabulary, sentences clues Comprehension: • Review Text Structure: Compare & Contrast ● ON LEVEL ● Vocabulary: • Review Academic Vocabulary • sentences clues Comprehension: • Review Text Structure: Compare & Contrast ● BEYOND LEVEL ● Vocabulary: • Review Domain-Specific Vocabulary • sentences clues Comprehension: • Review Text Structure: Compare & Contrast	
Text Set 3 Week 5 Genre: Narrative Poetry, Haiku, Free Verse poetry Essential Question: How can others inspire us?	Reading Standards: Literature ☐ RL.3.1 Ask & Answer Questions ☐ RL.3.2a ✓ Theme ☐ RL.3.2.b Retell details ☐ RL.3.5 ✓ Text Structure: Narrative, Free Verse, and Haiku ☐ ✓ Imagery ☐ Repetition and Rhymed Verse Informational ☐ Vocabulary Standards: ☐ L.3.6 Academic Vocabulary ☐ L. 3.6 RL.3.5 Poetry Terms ☐ L.3.5.a Metaphors Phonics & Spelling Standards:	Interactive Read Aloud: “My Grandpa” Shared Read: “Ginger’s Fingers”, “The Giant”, “Captain’s Log”, “Moon”, “Whale” Literature Anthology Anchor Texts: “The Winningest Woman of the Iditarod Dog Sled Race” and “The Brave Ones” Paired Selection: “Narcissa” Supplemental Texts:	Leveled Reader: <i>A Speech to Remember</i> ● T204-T205 <i>Melanie’s mission</i> ● T214-T215 <i>In the Running</i> ● T220-T221 Differentiated Genre Passages: “Why I Run...” ● T206-T207 ● T216-T217 ● T222-T223 Differentiated Skills: ● APPROACHING ● Phonics/Vocab: • Decode words with soft c, practice words with with soft c and g, metaphors	Unit Assessments: Selection Test ☐ Progress Monitoring Assessment ☐

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Unit 4	Standards	Unit Texts	Differentiation	Assessments
	☐ RF3.3, L.3.2. ☐ Soft c and g ☐ Structural Analysis: Words with -er and -est Writing Standards: ☐ M3.LA.W.3.2 ✓ Write to Sources: Expository Writing ☐ Relevant evidence ☐ W.3.4-3.5 Plan, draft, revise Grammar Standards: ☐ L.3.1b ✓ Irregular verbs	Classroom Library Texts Literature Anthology Independent Read texts See leveled reader options <i>A Speech to Remember, Melanie;s mission, In the Running, "Let the Lion Roar", "In the Land of the Lions", "The Greedy Puppy", "Everybody's Surfing"</i>	Comprehension: • Identify Key Details, review theme ● ON LEVEL ● Vocabulary: • Review Academic Vocabulary • Metaphors Comprehension: • review theme ● BEYOND LEVEL ● Vocabulary: • Review Domain-Specific Vocabulary • Metaphors Comprehension: • review theme	
Extend, Connect, and Assess Week 6 Genre: Online Articles Essential Question: none	Reading Standards: Literature ☐ Informational ☐ RI.3.2.a&b Central Idea & Relevant details ☐ W.3.7 Conduct research ☐ RI.3.9 Compare and Contrast ☐ RI.3.10 Read & understand history/social studies, science and technical texts. Vocabulary Standards: ☐ Phonics & Spelling Standards: ☐ Writing Standards: ☐ Write to Sources: Expository Writing	Online Article: "Forbidden Foods" Reader's Theater: <i>The Baker's Neighbor</i> Connect to Science: "Armadillo: Little Armored One" and "Big Sticky Feet" Connect to Social Studies: "Balto the Hero" and "A Great Race" Supplemental Texts: See leveled reader options -	Level Up with Leveled Readers ● Approaching Level to ● On Level <i>Life in a Tide Pool</i> T314 ● On Level to ● Beyond Level <i>Life in a Tide Pool</i> T315 ● ELL Level to ● On Level to <i>Life in a Tide Pool</i> T316 ● Beyond Level to Self-Selected Trade Book <i>Life in a Tide Pool</i> T317	Unit Assessments: Fluency Assessment Unit Assessment Test

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Unit 4	Standards	Unit Texts	Differentiation	Assessments
	☐ W.3.4-3.5 Plan, draft, revise ☐ Organize ideas & draft strong conclusion Grammar Standards:			

Unit 5 Suggested Time Frame 6 Weeks ~ Quarter 3

Student outcomes found on Blue Tab in each unit teacher edition, red checkmark indicates standards assessed, highlighted blue below (power standards for reporting).

Unit 5	Standards	Unit Texts	Differentiation	Assessments
Text Set 1 Weeks 1-2 Genre: Biography Essential Question: What do good citizens do?	Reading Standards: Literature ☐ Informational ☐ RI.3.1 Ask & Answer Questions ☐ RI.3.2.b Retell details ☐ RI.3.3 ✓Text Structure: Cause & Effect ☐ RI.3.5 ✓Text Features: Captions & Timelines ☐ RI.3.6 ✓Author's Claim ☐ ✓Author's Purpose Vocabulary Standards: ☐ L.3.6 Academic Vocabulary ☐ L.3.4.b, RF.3.3 ✓Prefixes & Suffixes ☐ L.3.6 Antonyms Phonics & Spelling Standards: ☐ RF3.3, L.3.2.f	Interactive Read Aloud: "Jimmy Carter: A Good Citizen" Shared Read: "Dolores Huerta: Growing Up Strong" Literature Anthology Anchor Texts: <i>Elizabeth Stanton Leads the Way: Elizabeth Cady Standton and the Right to Vote</i> Paired Selection: "Susan B. Anthony Takes Action!" Supplemental Texts: Classroom Library Texts Literature Anthology	WEEK ONE: Leveled Reader: <i>Eunice Kennedy Shirver</i> ● T62-T63 ● T72 -T73 ● T78-T79 WEEK TWO: Differentiated Genre Passages: "Hiram: Revels: The First African American Senator" ● T64-T65 ● T74-T75 ● T80-T81 Differentiated Skills: ● APPROACHING ● Phonics/Vocab: ● Week 1 - Decode compound words, Practice compound words ● Week 2 - Decode words with inflectional	Unit Assessments: Selection Tests and Unit Tests are not required. Complete one Progress Monitoring Assessment per unit. Selection Test ☐ <i>Elizabeth Stanton Leads the Way: Elizabeth Cady Standton and the Right to Vote</i> Progress Monitoring Assessment

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Unit 5	Standards	Unit Texts	Differentiation	Assessments
	☐ Compound words ☐ Inflectional endings ☐ RF.3.3c Structural analysis: consonant +le syllables ☐ RF.3.3a Structural analysis: suffixes: -ful, -less, -able Writing Standards: ☐ M3.LA.W.3.1 ✓Opinion Writing ☐ Logical presentation of ideas ☐ W.3.4-3.5 Plan, draft, revise Grammar Standards: ☐ L.3.1a ✓Singular and Plural Pronouns ☐ L.3.1a ✓Subject and Object Pronouns	Independent Read texts See leveled reader options <i>Eunice Kennedy Shirver</i> , "The Lifesaver"	ending -s, Practice words with inflectional ending -s, -ed, -ing, prefixes/suffixes Comprehension: • Review Author's Claim ● ON LEVEL ● Vocabulary: • Review Academic Vocabulary • prefixes/suffixes Comprehension: • Review Author's Claim ● BEYOND LEVEL ● Vocabulary: • Review Domain-Specific Vocabulary • prefixes/suffixes Comprehension: • Review Author's Claim	☐ Unit 5 weeks 1-2
Text Set 2 Weeks 3-4 Genre: Fairy Tale Essential Question: How do we get what we need?	Reading Standards: Literature ☐ RL.3.1 Ask & Answer Questions ☐ RL.3.2.a ✓Theme ☐ RI.3.2.b. Retell ☐ RL.3.3 ✓Character Perspective Informational ☐ ✓Author's Purpose Vocabulary Standards: ☐ L.3.6 Academic Vocabulary ☐ L.3.4.b ✓Base words ☐ L.3.6 Homographs Phonics & Spelling Standards: ☐ RF.3.3c Syllabication; Closed	Interactive Read Aloud: "Wei and the Golden Goose" Shared Read: "Juanita and the Beanstalk" Literature Anthology Anchor Texts: <i>Clever Jack a Takes the Cake</i> Paired Selection: "Money Then and Now" genre expository text Supplemental Texts:	WEEK ONE: Leveled Reader: <i>The Chickpea Boy</i> ● T146-T147 <i>The Golden Goose</i> ● T156 -T157 <i>A Gift for Mario</i> ● T162-T163 WEEK TWO: Differentiated Genre Passages: "The Barnyard Cafe" ● T148-T149 ● T158-T159 ● T164-T165	Unit Assessments: Selection Test ☐ <i>Clever Jack a Takes the Cake</i> Progress Monitoring Assessment ☐ Unit 5 week 3-4

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Unit 5	Standards	Unit Texts	Differentiation	Assessments
	syllables ☐ RF.3.3, L.3.2.f ☐ Inflectional endings ☐ Structural Analysis: Base words in related words ☐ RF.3.3a Structural Analysis: suffixes: -ful, -ness, -less Writing Standards: ☐ M3.LA.W.3.1 ✓Opinion Writing ☐ Organize ideas & draft elaborative techniques ☐ W.3.4-3.5 Plan, draft, revise Grammar Standards: ☐ L.3.1f ✓Pronoun-verb agreement ☐ L.3.2.d ✓Possessive pronouns	Classroom Library Texts Literature Anthology Independent Read texts See leveled reader options <i>The Chickpea Boy, The Golden Goose, A Gift for Mario, "Forgotten Gold", "Gold! Gold! Gold!" "The Golden Lamb"</i>	Differentiated Skills: ● APPROACHING ● <u>Phonics/Vocab:</u> - Week 1 - Decode words with closed syllables,, Practice words with close syllables - Week 2 - Decode words with inflectional ending -s, Practice words with inflectional ending y to i, base words <u>Comprehension:</u> - Review Character Perspective ● ON LEVEL ● <u>Vocabulary:</u> - Review Academic Vocabulary - base words <u>Comprehension:</u> - Review Character Perspective ● BEYOND LEVEL ● <u>Vocabulary:</u> - Review Domain-Specific Vocabulary - base words <u>Comprehension:</u> - Review Character Perspective	
Text Set 3 Week 5 Genre: Argumentative Text Essential Question: What are different kinds	Reading Standards: Literature ☐ Informational ☐ RI.3.1 Ask & Answer Questions ☐ RI.3.3 ✓Text Structure: Cause & Effect ☐ RI.3.5 ✓Text Features: Sidebars & Maps ☐ RI.3.6 ✓Author's Claim	Interactive Read Aloud: "Using Power" Shared Read: "Here comes Solar Power" Literature Anthology Anchor Texts: "It's All in the Wind"	Leveled Reader: <i>The Fuel of the Future</i> ● T210-T211 ● T220-T221 ● T226-T227 Differentiated Genre Passages: "Pedal Power" ● T212-T213 ● T222-T223 ● T228-T229	Unit Assessments: Selection Test ☐ "It's All in the Wind" Progress Monitoring Assessment ☐ Unit 5 week 5

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Unit 5	Standards	Unit Texts	Differentiation	Assessments
of energy?	Vocabulary Standards: ☐ L.3.6 Academic Vocabulary ☐ L.3.6 ✓homophones Phonics & Spelling Standards: ☐ RF.3.3c Open Syllables ☐ RF.3.3a Structural Analysis: Prefixes and Suffixes Writing Standards: ☐ W.3.1 ✓Opinion writing ☐ Transitional strategies ☐ W.3.4-3.5 Plan, draft, revise Grammar Standards: ☐ ✓Pronoun-verb contractions	Paired Selection: "Power for All" Genre Expository Text Supplemental Texts: Classroom Library Texts Literature Anthology Independent Read texts See leveled reader options - <i>The Fuel of the Future</i> and "Saving Energy"	Differentiated Skills: ● APPROACHING ● Phonics/Vocab: - Decode and build words with open syllables, practice words with open syllables, homophones Comprehension: - Text Structure, Review text structure: Cause & Effect ● ON LEVEL ● Vocabulary: - Review Academic Vocabulary - homophones Comprehension: - Review text structure: Cause & Effect ● BEYOND LEVEL ● Vocabulary: - Review Domain-Specific Vocabulary - homophones Comprehension: - Review text structure: Cause & Effect	
Extend, Connect, and Assess Week 6 Genre: Online Article & Expository Text Essential Question:	Reading Standards: Literature ☐ Informational ☐ RI.3.2.a&b Central Idea & Relevant details ☐ W.3.7Conduct Research ☐ RI.3.9 Compare and Contrast ☐ RI.3.10 Read & understand history/social studies, science and technical texts.	Online Article: "Rising to the Challenge" Reader's Theater: <i>The Memory Quilt</i> Connect to Science: "Catching the Cold" & "Watery Science" Connect to Social Studies: "Leading the	Level Up with Leveled Readers ● Approaching Level to ● On Level <i>The Fuel of the Future</i> T320 ● On Level to ● Beyond Level <i>The Fuel of the Future</i> T321 ● ELL Level to ● On Level to <i>The Fuel of the Future</i> T322	Unit Assessments: Fluency Assessment Unit Assessment Test

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Unit 5	Standards	Unit Texts	Differentiation	Assessments
none	Vocabulary Standards: ☐ Phonics & Spelling Standards: ☐ Writing Standards: ☐ M3.LA.W.3.1 Write to Sources: Opinion Writing ☐ W.3.4-3.5 Plan, draft, revise ☐ Organize ideas ☐ Draft: Word Choice ☐ Revise: Peer conferences Grammar Standards:	Dance” & “Sharing Cultures Through Dance” Supplemental Texts: See leveled reader options -	● Beyond Level to Self-Selected Trade Book <i>The Fuel of the Future</i> T323	

Unit 6 Suggested Time Frame - Quarter 4

Student outcomes found on Blue Tab in each unit teacher edition, red checkmark indicates standards assessed, highlighted blue below (power standards for reporting).

Unit 6	Standards	Unit Texts	Differentiation	Assessments
Text Set 1 Weeks 1-2 Genre: Biography Essential Question: Why are goals important?	Reading Standards: Literature ☐ RL.3.1 Ask & Answer Questions ☐ Imagery Informational ☐ RI.3.2.a&b ✓Central Idea and relevant details ☐ RI.3.2.b Retell details ☐ RI.3.5 ✓Text Features: Key Words and ☐ RI.3.7 ✓Photographs ☐ ✓Author’s Purpose	Interactive Read Aloud: “Mae Jamison, Astronaut” Shared Read: “Rocketing to Space” Literature Anthology Anchor Texts: <i>Looking up to Ellen Ochoa</i> Paired Selection: “A Flight to Lunar City” genre fantasy	WEEK ONE: Leveled Reader: <i>Reach for the Stars</i> ● T52- T53 ● T62-T63 ● T68-T69 WEEK TWO: Differentiated Genre Passages: “Dreaming of the Stars” ● T54-T55 ● T64-T65 ● T70-T71	Unit Assessments: Selection Tests and Unit Tests are not required. Complete one Progress Monitoring Assessment per unit. Selection Test ☐ Progress Monitoring Assessment

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Unit 6	Standards	Unit Texts	Differentiation	Assessments
	☐ Reread Vocabulary Standards: ☐ L.3.6 Academic Vocabulary ☐ L.3.4.b RF.3.3b ✓Greek & Latin Roots ☐ L.3.4 Multiple-Meaning words Phonics & Spelling Standards: ☐ RF.3.3a Prefixes ☐ RF.3.3c Consonant +le syllables ☐ RF.3.3b Structural analysis: Greek And Latin Roots ☐ RF.3.3b Structural Analysis: Latin Suffixes Writing Standards: ☐ M3.LA.W.3.2✓Expository Writing ☐ Academic Language ☐ W.3.4-3.5 Plan, draft, revise Grammar Standards: ☐ L.3.1a ✓Adjectives & Articles ☐ L.3.1g ✓Adjectives that compare	Supplemental Texts: Classroom Library Texts Literature Anthology Independent Read texts See leveled reader options <i>Reach for the Stars</i> and "Melina Shows Her Mettle"	Differentiated Skills: ● APPROACHING ● Phonics/Vocab: - Week 1 - Decode words with prefixes un-, re-, Practice words with prefixes un-, re-, pre-, dis-, mis- - Week 2 - Decode words with consonant -le syllables, Practice words with consonant -le syllables, Greek and Latin Roots Comprehension: - Identify Central and Relevant Details ● ON LEVEL ● Vocabulary: - Review Academic Vocabulary - Greek and Latin Roots Comprehension: - Review Identify Central and Relevant Details ● BEYOND LEVEL ● Vocabulary: - Review Domain-Specific Vocabulary - Greek and Latin Roots Comprehension: - Review Identify Central and Relevant Details	☐
Text Set 2 Weeks 3-4 Genre: Drama/Myth Essential	Reading Standards: Literature ☐ RL.3.1 Ask & Answer Questions ☐ RL.3.2a✓Theme ☐ RL.3.3 ✓Plot: Character Development ☐ ✓Elements of a Play	Interactive Read Aloud: "Pandora Finds a Box" Shared Read: "Athena and Arachne" Literature Anthology	WEEK ONE: Leveled Reader: <i>Midas and the Donkey Ears</i> ● T132- T133 <i>The Naming of Athens</i> ● T142-T143 <i>Odysseus and King Aeolus,</i>	Unit Assessments: Selection Test ☐ Progress Monitoring Assessment ☐

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Unit 6	Standards	Unit Texts	Differentiation	Assessments
Question: How do you decide what is important?	☐ Make predictions Informational ☐ Vocabulary Standards: ☐ L.3.6 Academic Vocabulary ☐ L.3.4.b ✓Base words ☐ L.3.6 Compound words Phonics & Spelling Standards: ☐ RF.3.3, L.3.2.f ☐ RF.3.3c Vowel Team Syllables ☐ RF.3.3c R-controlled vowel syllables ☐ Structural Analysis: Base Words in related words ☐ RF.3.3b SStructural Analysis: Latin Suffixes Writing Standards: ☐ M3.LA.W.3.2 ✓Expository Writing ☐ Organize ideas & reference sources ☐ W.3.4-3.5 Plan, draft, revise Grammar Standards: ☐ L.3.1a ✓Adverbs ☐ L.3.1g ✓Adverbs that compare	Anchor Texts: <i>King Midas and the Golden Touch</i> Paired Selection: “Carlos’s Gift” genre realistic fiction Supplemental Texts: Classroom Library Texts Literature Anthology Independent Read texts See leveled reader options <i>Midas and the Donkey Ears</i> , <i>The Naming of Athens</i> , <i>Odysseus and King Aeolus</i> , “It’s Party Time”, “The Perfect Present”, “Daria’s Dream”	T148-T149 WEEK TWO: Differentiated Genre Passages: “Dreaming of the Stars” T54-T55 T64-T65 T70-T71 Differentiated Skills: APPROACHING Phonics/Vocab: • Week 1 - Decode words with vowel teams ea, ee, ie, Practice words with vowel team syllables • Week 2 - Decode words r controlled vowel syllables, Practice words with r controlled vowel syllables, Base Words Comprehension: • Identify Theme ON LEVEL Vocabulary: • Review Academic Vocabulary • Base Words Comprehension: • Review Identify Theme BEYOND LEVEL Vocabulary: • Review Domain-Specific Vocabulary • Base Words Comprehension: • Review Identify Theme	

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Unit 6	Standards	Unit Texts	Differentiation	Assessments
Text Set 3 Week 5 Genre: Poetry Essential Question: What makes you laugh?	Reading Standards: Literature ☐ RL.3.1 Ask & Answer Questions ☐ RL.3.2.Retell ☐ RL.3.3 ✓Character perspective ☐ RL.3.4✓ Figurative language ☐ RL.3.5 ✓Text structure: Stanzas and Events Informational ☐ Vocabulary Standards: ☐ L.3.6 Academic Vocabulary ☐ L.3.6 Poetry terms ☐ L.3.5.a ✓idioms Phonics & Spelling Standards: ☐ RF.3.3a Suffixes: -ful, -less, -ly ☐ RF.3.3d Structural analysis: Frequently misspelled words Writing Standards: ☐ M3.LA.W.3.2✓Expository Writing ☐ Relevant evidence ☐ W.3.4-3.5 Plan, draft, revise Grammar Standards: ☐ L.3.1i ✓Prepositions; prepositional phrases	Interactive Read Aloud: “Show and Tell” Shared Read: “The Camping Trip” and “Bubble Gum” Literature Anthology Anchor Texts: “Ollie’s Escape” Paired Selection: “The Gentleman Bookworm” Supplemental Texts: Classroom Library Texts Literature Anthology Independent Read texts See leveled reader options <i>Funny Faces</i> , <i>Too Many Frogs</i> , <i>The Joke’s On You</i> , “My Cheeky Puppy”, “Pet Day”, “Cat and Dog”, “The Homeward Blues”	Leveled Reader: <i>Funny Faces</i> T196-T197 <i>Too Many Frogs</i> T206-T207 <i>The Joke’s On You</i> T212-T213 Differentiated Genre Passages: “Aliens” T198-T199 T208-T209 T214-T215 Differentiated Skills: APPROACHING Phonics/Vocab: - Decode words with suffix -ful, build words with suffixes -ful, -less, -ly, idioms Comprehension: - Identify Speaker’s Thoughts & Feelings ON LEVEL Vocabulary: - Review Academic Vocabulary - idioms Comprehension: - Review Character Perspective BEYOND LEVEL Vocabulary: - Review Domain-Specific Vocabulary - idioms Comprehension: - Review Character Perspective	Unit Assessments: Selection Test ☐ Progress Monitoring Assessment ☐
Extend,	Reading Standards:	Online Article: “Life	Level Up with Leveled Readers	Unit Assessments:

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Unit 6	Standards	Unit Texts	Differentiation	Assessments
Connect, and Assess Week 6 Genre: Online articles, expository text, folktale Essential Question:	Literature ☐ Informational ☐ RI.3.2.a&b Central Idea & Relevant Details ☐ W.3.7 Conduct Research ☐ RI.3.9 Compare and Contrast ☐ RI.3.10 Read & understand history/social studies, science and technical texts. Vocabulary Standards: ☐ Phonics & Spelling Standards: ☐ Writing Standards: ☐ M3.LA.W.3.2Expository Writing ☐ Organize ideas & draft transitional strategies ☐ W.3.4-3.5 Plan, draft, revise Grammar Standards:	Boats” Reader’s Theater: <i>The Lion and the Ostrich Chicks</i> Connect to Science: “Watching the Stars: The Story of the Maria Mitchell” & “Exoplanets Are Out of This World” Connect to Social Studies: “Why the Dog’s Nose is Cold” & “About Folktales” Supplemental Texts: See leveled reader options -	● Approaching Level to ● On Level <i>Reach for the Stars</i> T306 ● On Level to ● Beyond Level <i>Reach for the Stars</i> T307 ● ELL Level to ● On Level to <i>Reach for the Stars</i> T308 ● Beyond Level to Self-Selected Trade Book <i>Reach for the Stars</i> T309	Fluency Assessment Unit Assessment Test

M3.LA.RL.3.2a - Retell stories including key details, setting and major events.

M3.LA.RL.3.3 - Identifies characters, their motivation, traits, and how they contribute to the sequence of events.

M3.LA.RL.3.2b - Determines the theme through key details in the text.

M3.LA.RL.3.9 - Compares and contrasts the characters, themes, settings and plots of stories across grade level texts.

M3.LA.W.3.1 - Writes opinion pieces that introduce the topic or texts supporting a point of view with reasons.

M3.LA.W.3.2 - Writes informative/explanatory texts to examine a topic and convey ideas and information clearly.

M3.LA.W.3.3 - Writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

M3.LA.L.3.1 - Demonstrate correct grammar and usage when writing or speaking.

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M3.LA.RL.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers in both literature and informational text.

M3.LA.RI.3.2 - Identify the main idea of an informational text, retell the key details and explain how the details support the main idea.

M3.LA.RI.3.3 - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps of technical procedures in a text, using language that pertains to time, sequence and cause/effect using grade level texts.

M3.LA.L.3.4 - Determine the meaning of unknown words and phrases as they are used in a text.

M3.LA.L.3.2f - Applies 3rd grade spelling patterns.

M3.LA.L.3.2a - Uses capitalization and punctuation correctly - including titles, addresses, proper names, and dialogue.

M3.LA.RF.3.3 - Knows and applies grade-level phonics and word analysis skills to accurately decode text.

M3.LA.RF.3.4 - Reads fluently with sufficient accuracy to support comprehension.